



Indianapolis Private Industry Council Inc.

**Request for Proposals
#2009-002**

**To Provide Youth Services
Jobs for America's Graduates (JAG)**

**RFP Issue Date: February 5, 2009
Proposal Due Date: February 25, 2009
12:00 p.m. EST**

**Services to be provided between:
April 1, 2009 --- June 30, 2011**

IPIC, IPIC programs and contracted providers are Equal Opportunity Employers/Programs.
Auxiliary aids and services are available upon request to individuals with disabilities.

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The Indianapolis Private Industry Council envisions a network of Jobs for America's Graduates (JAG) in-school youth programs for public high schools in Marion County. The purpose of JAG is to help at-risk youth achieve a high school diploma, the basic foundation for career success, explore career opportunities, and prepare students for the workforce and/or post-secondary education. As an entity whose primary objective is to develop the workforce, IPIC believes that high school diplomas and general equivalency degrees form the very basic foundation for moving forward with workforce development. As such, IPIC will invest Workforce Investment Act and non-WIA funding into delivering the JAG in-school curriculum in Marion County high schools.

I. Statement of Purpose

The purpose of this RFP is to solicit one or more in-school youth service providers to implement the JAG model in up to eight (8) Marion County public high schools during the 2009-2010 and 2010-2011 school years. Below is a list of current IPIC sponsored JAG classes and expected expansion under this RFP.

High School	Current IPIC JAG classes	2009-2010; 2010-2011 IPIC JAG Classes
Arsenal Tech High School	Jr. and Sr.	Jr. and Sr.
Northwest High School	Jr.	Jr. and Sr.
Emmerich Manual High School	Jr.	Jr. and Sr.
1-2 additional IPS High Schools	No	Jr. and Sr.
1-2 Charter High Schools	No	Jr. and Sr.
1-2 Township High Schools	No	Jr. and Sr.

II. Overview

The Indianapolis Private Industry Council, Inc., the Workforce Investment Board for Marion County, is a not-for-profit corporation. IPIC convenes community leaders to address workforce development issues; and strategically coordinates funding from federal, state and private sources to develop a diverse, prepared workforce that meets the needs of existing and potential employers. IPIC oversees and implements federal, state and local workforce development activities of which many occur in One-Stop¹ centers for job seekers and employers, called WorkOne centers.

JAG Program

The JAG program focuses on students that possess significant barriers to academic (high school diploma or GED) and career success (securing an entry level job leading to a career). The students' academic, personal, environmental, income and work-related barriers are considered when determining if the student are a good fit for the JAG program. The program offers dropout-prevention strategies; job-readiness training; work experience; paid internships; part-time jobs; occupational skills training; leadership development; mentoring; placement in jobs or postsecondary education; and follow up for 12 months after graduation.

¹ One-Stop Centers are described in section 121 of the Workforce Investment Act (WIA) of 1998.

If selected to run a JAG site, each designated service provider is expected to participate in the following activities:

1. JAG Specialist (teacher) must participate in an intensive three- (3) day training workshop to learn how to deliver the model services and implement all components of the model. This workshop will be in-state and conducted by a nationally certified trainer. When a JAG Specialist terminates service and is replaced, the new specialist must also receive this training.
2. The national organization sponsors a National Training Seminar (NTS) each July. JAG Specialists are not required, but encouraged, to attend to receive updated technical knowledge and professional development.
3. One component of the model is to have a student organization called the “Career Association” for students to learn and practice leadership skills. A few competitive events allow students to compete against other schools. Some of these are required events. Therefore, participation in a State Career Conference (usually in late April) is required.
4. Classes will be separated by grades because the competencies taught to seniors are different than those taught to underclass students.
5. JAG Specialist must have his/her own computer with Internet access. The data entry requirements must be kept current to meet national expectations. Specialists will be required to enter data on a daily or weekly basis. Their database will be monitored monthly by the JAG State Director, IPIC and the national staff and expected to be current, complete, and accurate.
6. At a minimum, JAG Specialists should be scheduled the equivalent of one hour per day to conduct Job Development, Job Marketing, and Follow-up Activities. A minimum of five hours per week should be scheduled for these activities.

For additional information on the Job’s for Americas Graduates program go to <http://www.jag.org/>.

JAG in Marion County

IPIC began the JAG program in partnership with Indianapolis Public Schools (IPS) and the Arsenal Tech High School (Tech). The program launched in 2007 with a class of seniors. On January 5, 2009 IPIC launched three additional JAG classes. An additional classroom at Tech focusing on juniors and a newly created class for juniors at both Northwest High School (Northwest) and Emmerich Manual High School (Manual).

III. Specifications & Scope of Work

IPIC will expect a progressive program with full classes, superior outcomes, college and business involvement, and features or initiatives that will be considered as national “best practices” not only for the JAG program, but youth programs in general. Responses that

demonstrate progressive program design and operation will receive additional consideration in the evaluation process.

A. Strategic Objectives

1. Increase the graduation rate for at-risk youth in Marion County.
2. Increase the number of Marion County students that obtain postsecondary education or training.
3. Increase the involvement of Marion County business in the JAG program through internships, college and business presentations to the classes, job shadowing, career exploration opportunities, and other innovative ways of involving businesses and colleges.
4. Leverage WIA funds with other funds to provide the JAG in-school program in Marion County public high schools to all interested and eligible Marion County students.
5. Link youth with the Marion County WorkOne system so that they are aware of the tools, services and assistance that WorkOne provides.

B. Governing Authority

Applicants to this RFP are expected to be familiar with the contents of the WIA and Federal Regulations guiding the WIA program. Both can be found via the U. S. Department of Labor's site at <http://www.doleta.gov>. The terms and conditions of this RFP and resulting contracts may change based on any Federal or State legislative changes.

By statute, IPIC has the responsibility for developing the workforce of Marion County. IPIC in consultation with its Youth Council, establishes policy and operations for its youth programs as mandated by WIA.

C. Program Period

The intent of this RFP is to select service providers as early as possible so that start-up activities can begin before the end of the current school year. Such activities include, but may not be limited to enrollment of students in the JAG program for the fall 2009 semester, establishing a School Advisory Committee, hiring and certification of JAG instructors, identifying and equipping classrooms in each of the selected schools, establishing or finalizing business involvement, creating community linkages that will help to support the youth during the school year, preparing/finalizing/customizing curricula, etc.

The program period for the grant will run from April 1, 2009 through June 30, 2011. Initial activities will start in April of 2009 to insure that classes are full and that students, schools, and JAG Specialists are ready when the 2009-2010 school year commences.

D. JAG Model

JAG Model services include:

- **Classroom Instruction.** A trained “JAG Specialist” provides individual and group instruction to 35-45 students carefully selected for the program by a school Advisory Committee comprised of faculty, administrators, and counselors.
- **Employability Skills Training.** The JAG Curriculum is designed to equip students with no less than 37 competencies that will prepare them to secure a quality job and/or pursue a postsecondary education upon graduation from high school. Students in multi-year programs may attain as many as 85 competencies.
- **Adult Mentoring.** The JAG Specialist provides individual attention to reduce the number of barriers preventing students from receiving a high school diploma, securing employment, or pursuing a postsecondary education and/or training that leads to a career.
- **Guidance and Counseling.** JAG Specialists provide informal guidance to students on career and life decisions and, based on the individual needs of students, connect them to professional counseling services to address more serious barriers.
- **Summer Employment Training.** JAG programs include placement services for students over the summer months to support yearlong learning.
- **Leadership Development.** In-school students participate in the highly motivational student-led JAG Career Association to develop leadership and teaming skills.
- **Job and Postsecondary Education Placement Services.** Specialists engage in intensive employer marketing and job development activities to identify quality job placement opportunities for students upon graduation. Likewise, they assist students in the exploration of postsecondary education opportunities and help navigate the financial aid and application processes.
- **Linkages to School- and Community-Based Services.** JAG programs serve as a school-based “one-stop center” to ensure that they receive academic and social services from in-school and community-based resources as needed.
- **12-Month Follow-up Services.** JAG provides a full 12 months of post-graduation follow-up services and support on the job and/or in pursuit of a postsecondary education.
- **Accountability System.** Systematic Internet-based tracking of program activities, including: students served, services delivered and performance results achieved. Electronic National Data Management System (eNDMS) allows monitoring of the data captured in the national, state, and local database. The required data and information are essential in conducting JAG’s National Accreditation Process including local site reviews and funding sources.
- **Professional Development.** Continuous improvement of results through the professional development of state and local staff is an ongoing service provided JAG-State Organizations.

E. Performance Goals

JAG Participant Performance Goals

JAG Specialists are required to track participants in The Electronic National Data Management System (e-NDMS) which is a web-based computerized system designed to track and report participants served, services delivered, and outcomes achieved. Specialists are the key to capturing data and information. eNDMS aggregates the data and produces reports which are used by the State JAG Project Director, IPIC, program managers and supervisors to evaluate process and performance outcomes. As a results-driven and highly accountable organization, JAG affiliates use e-NDMS as a tool to improve and recognize performance.

The JAG Model values the following performance outcomes:

- **Graduation/ GED Completion Rate.** The word “graduates” appears in the name of the organization and represents the importance of graduation (or GED completion) to the JAG National Network. The goal is to achieve a 90% completion rate by the close of the 12-month post-graduation follow-up phase.

The Graduation Rate is computed by subtracting the non-graduates from the number of participants on the Program Roster and dividing the graduates by the total number of participants. For example:

Total number of participants:	600
Non-graduates:	50
Graduates:	550
Graduation Rate:	90.17% (550 divided by 600)

- **Positive Outcome Rate.** The goal is for 80% of the participants to achieve a positive outcome by the close of the 12-month post-graduation follow-up phase. The positive outcomes valued in the JAG Model include: employment (full-time or part-time); postsecondary enrollment; or full-time military.

The Positive Outcome Rate is computed by dividing the number of Positive Outcomes by the number of graduates (550). For example:

Total number of graduates:	550
Total number of positive outcomes:	500
Positive Outcome Rate:	90.9% (500 divided by 550)

- **Employment Rate.** The goal is for 60% of the participants to be employed in a full-time (35 hours or more) or a part-time job (greater than 10 hours but less than 35 hours). The word “jobs” is prominent in the name of the organization - “Jobs for America’s Graduates.”

The Employment Rate is computed by dividing the number of employed participants (full-time, part-time, and full-time military) by the number of graduates. For example:

Total number of graduates:	550
Total number of employed graduates:	350
Employment Rate:	60.1% (350 divided by 550)

- **Full-time Jobs Rate.** The goal is for 60% of the graduates to be in a full-time job including: full-time employment (35 or more hours per week; two part-time jobs totaling 35 or more hours equates to a full-time job).

The Full-time Jobs Rate is computed by dividing the number of full-time employed graduates (full-time civilian and full-time military) by the total number of employed graduates (full-time civilian, part-time civilian and full-time military). For example:

Total number of employed graduates:	350
Total number of full-time employed graduates	210
Total Full-time Jobs Rate:	60.0% (210 divided by 350)

- **Full-time Placement Rate.** The goal is for 80% of the graduates to be engaged in full-time activities (full-time civilian employment; full-time military; full-time postsecondary enrollment; or part-time jobs with part-time postsecondary enrollment) by the close of the follow-up phase.

The Full-time Placement Rate is computed by dividing the total number of full-time enrolled and employed graduates by the number of graduates. For example:

Total number of graduates:	550
Total number of full-time enrolled & employed graduates:	520
Full-time Placement Rate:	94.5% (520 divided by 550)

- **Unable to Contact Rate.** The goal is a less than 10% “unable to contact” rate during the 12-month post-graduation follow-up phase. An escalating “unable to contact” rate is of considerable concern because performance outcomes can’t be claimed if the Specialist is unable to make contact with graduates.

Total number of graduates:	550
Unable to contact:	25
Unable to Contact Rate:	4.5% (25 divided by 550)

- **Further Education Rate.** There is no further education goal; however, Specialists are committed to encouraging graduates to pursue a postsecondary education if it is appropriate and feasible given the graduate’s situation. The Further Education Rate is tracked to emphasize the importance that the JAG Model places on a postsecondary education especially when combined with part-time employment.

Total number of graduates:	550
Postsecondary enrollment:	110
Further Education Rate:	20% (110 divided by 550)

- **Average Wage.** There is no average wage goal; however, Specialists are encouraged to assist graduates to secure a positive status change (increase in wages or hours; advancement; promotion, etc.) during the 12-month post-graduation follow-up phase. The average wage is computed by adding the hourly wage for all graduates and dividing by the number of graduates.

WIA Participant Performance Goals

In addition to tracking participants in eNDMS, providers will be responsible for tracking all eligible WIA participants in the TrackOne© case management system. Specialists are the key to entering data into this system and must enter the data in compliance with appropriate IPIC and Department of Workforce Development policy and guidance. The TrackOne© system will generate official WIA performance reports. TrackOne© is the state required case management system for WIA.

WIA in-school youth that are enrolled in the JAG program will have two WIA Youth performance measurements.

Placement in Employment or Postsecondary Education 71.9%

Of those who are not in post-secondary education, employment, or the military at the date of participation:

Calculation: (A) the number of youth who are in employment or the military or enrolled in postsecondary education and/or advance training/occupational skills training in the first quarter after the exit quarter

Divided by

(B) the number of youth who exit during the quarter

Attainment of a Degree or Certificate 62.8%

Of those enrolled in education (at the date of participation or at any point during the program):

Calculation: (A) the number of youth who attained a diploma, GED, or certificate by the end of the third quarter after the exit quarter

Divided by

(B) the number of youth who exit during the quarter

F. Eligible Applicants

Eligible JAG Applicants

The JAG Model is not for everyone. JAG Specialists recruit and interview students interested in the program. Before a decision is made to finalize the Program Roster, the in-school Advisory

Committee meets and reviews candidates for the program. Participants are selected based on their barriers to academic and career success. Below are a listing of academic, personal, environmental and income and work-related barriers that are used to determine if a young person would be eligible for the JAG program.

Academic Barriers

- A.1. One or more modal grades behind peers
- A.2. Low academic performance (a grade point of C or below or basic academic skills in the bottom quartile of the class)
- A.3. Basic skills deficient (reading and math in particular)
- A.4. Failed state proficiency exam
- A.5. A past record of excessive absences as verified by school officials
- A.6. Has been suspended, expelled, or put on probation during high school
- A.7. Has repeated a grade in high school
- A.8. Has dropped out of school previously
- A.9. Limited English proficiency

Personal Barriers

- P.1. Special Education-certified (verified by school district or agency)
- P.2. Lacks motivation or maturity to pursue education or career goals
- P.3. Emotional disorder that impairs education or career goals
- P.4. Has a disability (documented disabilities only)
- P.5. Health problems that impair education or career goals

Environmental Barriers

- E.1. Family environment is not conducive to education or career goals
- E.2. Is pregnant (when admitted to the program)
- E.3. Has dependent child (ren) in the home
- E.4. Has documented alcohol and/or substance abuse
- E.5. Convicted of a criminal offense other than a traffic violation
- E.6. Has a record of violent behavior
- E.7. Homeless
- E.8. Runaway

Income and Work-Related Barriers

- W.1. Is an economically disadvantaged student as defined by public assistance, AFDC, or free lunch
- W.2. Is a member of a race/ethnic group with a low family income
- W.3. Having inadequate or no work experience
- W.4. Lacks marketable occupational skills that are in demand in the local labor market.

Other Barriers

- O.1. Other

Eligible WIA Applicants

JAG student services will primarily be funded with WIA funds therefore it is essential that 90 percent of enrolled JAG students be WIA eligible. The JAG Specialist must be fully knowledgeable of the WIA Youth eligibility requirements. An overview of those basic WIA Youth requirements is outlined below.

- Income – Participants must meet economically disadvantaged standards. Documentation is required. The standards are contained in Addendum 1.
- Age – Participants must be between the ages of 14 and 21 years. Documentation of birth date is required.
- Citizenship – Participant must be a citizen. Documentation of citizenship is required.
- Selective Service – All male participants born on or after January 1, 1960 and 18 years of age or older must be registered with Selective Service.
- Eligibility Barriers (20 CFR Part 664.200) (Section 101(13) – Participants must have one or more of the following barriers:
 - Basic skills deficient;
 - High school dropout;
 - Homeless, runaway or foster child;
 - Pregnant or parenting;
 - Offender;
 - Is an individual (including a youth with a disability) who requires additional assistance to complete an education program or to secure and hold employment.

G. Contract Term

The intent of this RFP is to contract with one or more service providers to provide the in-school JAG services to Marion County high school juniors and seniors in specifically identified schools. The intent is to have an initial contract period that begins on April 1, 2009 and ends on June 30, 2011. Furthermore, it is the intent to allow up to a 1-year extension at the discretion of IPIC.

IPIC does reserve the right to expand the JAG program to additional schools in the second year of this grant. Service providers under that expansion may be selected through a separate competitive bid process or through the modification of contracts awarded under this procurement process.

H. Funding Available

Funding availability may vary based on federal WIA allocations, the availability of non-WIA funding and other variables. Following is IPIC's estimated funding level by Program Year for the initial term of the contract. Actual funding levels to specific service providers will be specified in contracts that are executed as a result of this RFP.

JAG In-School Program

April 1, 2009 – June 30, 2010	\$1,500,000
July 1, 2010 – June 30, 2011	\$1,500,000

Pay for Performance

The final budget for the JAG in-school youth contracts will consist of two parts – a cost reimbursement section and a pay for performance section. The cost reimbursement section of the

contract will have a maximum dollar amount specified, for example 80 percent of the agreed upon budget. The pay for performance section of the contract will specify pay for performance standards. If all pay for performance standards are achieved the maximum total payable will be 110 percent of the agreed upon budget amount. Please review the example shown below:

Example	
Total Agreed Value of the Contract (AVC)	\$100,000
Maximum Reimbursable Amount (before pay-for-performance)	\$80,000
Pay for Performance	
Mentoring Level 1 (5% of AVC)	\$5,000
Mentoring Level 2 (5% of AVC)	\$5,000
Work Experience Level 1 (5% of AVC)	\$5,000
Work Experience Level 2 (5% of AVC)	\$5,000
Business Involvement Level 1 (5% of AVC)	\$5,000
Business Involvement Level 2 (5% of AVC)	\$5,000
Total Pay for Performance	\$30,000
Total Contract (Guaranteed Cost Reimbursement + Pay for Performance)	\$110,000

The entire contract will be paid on a cost reimbursement basis. The pay for performance portion of the budget simply increases the maximum reimbursable amount from 80 percent of the AVC up to 110 percent of the AVC. The performance categories are outlined below. IPIC will establish the final categories and performance levels within each category.

Pay for Performance Categories

1. Mentoring – IPIC considers effective mentoring to be a key component to the JAG program. Each successful bidder will need to have a mentoring program described in their program design. IPIC will set standards that will move the maximum reimbursable amount up by 5 or 10 percentage points based on number of students with mentors.
2. Work Experience and Internships – IPIC wants its JAG students to have real life experiences with business. These experiences can be paid internships or work experience. It is essential that these work experiences be used in the classroom both as learning and career exploration tools. Standards will be set that allow for a two tiered award, 5 and 10 percentage points.
3. Businesses, Education and Community – The third pay for performance category focuses on utilization of business, postsecondary education and other community resources. Question C11 of the *Proposal Narrative – System Design* section requests the respondent provide ideas for defining and measuring success in this category. IPIC will consider all ideas and establish the same definition and measurement for all contracted JAG in-school youth service providers.

IV. Proposal

A. Submission Requirements

i. Technical Qualifications

To be eligible for consideration, individuals or organizations submitting proposals may not have a financial or policy interest in IPIC and must demonstrate:

- a) Have experienced staff or subcontractors to provide the services described in this proposal or must show the ability to acquire such staff.
- b) Have at least three years of experience in performing JAG, WIA Youth or similar types of services.
- c) Be able to contract with IPIC for the delivery of services to at-risk youth in a timely manner for the delivery of these services.
- d) Demonstrate that it can deliver employment and other training opportunities and other services to at-risk youth who select to enroll in the JAG program.
- e) Knowledge and understanding of PL 105-220 Workforce Investment Act of 1998 and its implementing regulations 20 CFR Parts 660-671, 20 CFR Par 652, and 29 CFR Part 37.
- f) Knowledge and understanding of Federal Fair Labor Standard Act and Indiana Department of Employment and Training Act (IC 22-4 et seq.) and accompanying rules, regulations and policy directives regarding the Workforce Investment Act programs issued by the Indiana Department of Workforce Development.
- g) Knowledge and understanding of OMB Circulars A-110, *Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations*, A-122, *Cost Principles for Non-Profit Organizations*, A-87, *Cost Principles for States, Local Governments and Indian Tribes* and A-102, *Administrative Requirements for States, Local Governments and Indian Tribes*, A-21 *Cost Principles for Educational Institutions*, and 48 CFR, Chapter 1, Part 31.

ii. Proposal Components

To be considered for funding, all applications submitted must adhere to the following requirements:

Components	Evaluation Criteria	Maximum Pages
Proposal Summary Page (Attachment A)	<ul style="list-style-type: none"> ♦ Summary document 	1
Organizational Experience	<ul style="list-style-type: none"> ♦ Description of organizational experience, capacity, and qualifications including details on all successful projects that are similar in scope ♦ Profiles of the organization's staff to provide requested services and identification of the roles of specified personnel. ♦ Organizational chart (as an attachment) ♦ Most recent audit report (as an attachment) 	2
Proposal Narrative	<ul style="list-style-type: none"> ♦ The specific questions asked under <i>Proposed Narrative – System Design</i> (Page 15) must be addressed ♦ Goals and measurable objectives of JAG model components ♦ Support, involvement, articulation, and program sustainability ♦ Implementation of program (time line) and all JAG model components (Pages 5-6) ♦ Assessment of student achievement ♦ Scope of Services addressing the required components outlined in Section III and the Proposal Narrative outlined in Section IV. 	7
Budget and Budget Summary (Attachments B, C & D)	<ul style="list-style-type: none"> ♦ A budget narrative ♦ Budget Worksheets (Attachments B, C & D) (as attachments) ♦ Budget details as appropriate 	2
Attachments*	<ul style="list-style-type: none"> ♦ Organizational Chart ♦ Organization Audit Report ♦ Staff Resumes or Qualifications ♦ Budget Worksheets ♦ List of three (3) professional references with names, addresses, and current telephone numbers of contact persons for whom similar work has been performed. <p>*Letters of Reference, resumes or staff qualifications can be included as attachments and will not count against the 12 page limit.</p>	
	TOTAL PAGES (w/o attachments)	12

iii. Proposal Format

- a) All bidders must provide one original and five copies of their proposal.
- b) The proposal must be written in Microsoft Word for Windows and submitted in hard copy along with a copy of the response on a CD. (Please do not “write protect” the CD).
- c) Proposals must be typed in 12 point font, double-spaced, and on letter size paper (8 ½ x 11).
- d) Pages must be numbered at the bottom center of each page.
- e) Applications may not be faxed or transmitted by email.
- f) Applications can be submitted by regular mail, express courier delivery, or hand delivery.

iv. Proposal Deadline

The deadline for submission is February 25, 2009 by 12:00 noon. EST. Faxed or emailed submissions will not be accepted. Proposals are to be submitted to following:

Erika S. Cheney
Indianapolis Private Industry Council, Inc.
Market Square Center
151 North Delaware Street, Suite 1600
Indianapolis, IN 46204

Any questions regarding this request for proposal must be submitted in writing by fax (317) 684-2542 or e-mail to echeney@ipic.org by 5:00 p.m. on February 18, 2009. Questions and answers will be posted on the IPIC web site at www.ipic.org. Potential bidders should check the IPIC web site regularly for posted correspondence.

B. Organization and Staffing

This portion of the proposal is to provide information about the responding organization and its staff. The objective is to measure the stability of the organization, the experience with similar engagements and the quality of the staff that will be utilized in this type of engagement. In short, that the respondent has the ability, resources and expertise to manage and operate a successful and progressive JAG youth program.

The respondent is to present a narrative that addresses their ability to provide the services as outlined in this RFP. The narrative should, at a minimum, address the points in the technical qualifications portion of this RFP. In addition, an organizational chart and a copy of the organization’s most recent audit must be provided.

C. Proposal Narrative – System Design

This Proposal Narrative section is to describe the JAG system to be implemented. The questions in this section allow the respondent to show their knowledge of the JAG In-school model and to show how implementation would occur in order to maximize performance under both JAG and

WIA. Specific questions are being asked. The questions do not need to be repeated in the proposal, but responses must be numbered to correspond with the questions in this section.

Questions:

- C1. Full enrollment at a school is 90 students, 45 juniors and 45 seniors. What actions and activities will the respondent take beyond those that the school takes to achieve full enrollment?
- C2. Mentoring is a key element in successfully preparing students for postsecondary education and for employment. What steps will the respondent take to increase mentoring for students? Please be specific and provide goals for mentoring in terms of percent of students that will have mentors.
- C3. Internships, summer employment and job shadowing are key elements in introducing the students to the world of employment. How will the respondent increase internships, summer employment and job shadowing activities for the students? The target industries and employers should be provided as appropriate.
- C4. Developing the leadership qualities of the students is part of the program. How will the respondent develop these skills in the students? What types of activities are planned?
- C5. Describe activities that the respondent will take to minimize students dropping out of the JAG program and dropping out of school. Include any steps that will maximize the number of junior JAG students who are also enrolled in the senior program.
- C6. The Indianapolis JAG program is to be a source of “best practices” that will be adopted by programs around the State and the country. What aspects of the respondents program are envisioned as innovative and potential best practices?
- C7. A primary outcome for both the JAG and WIA program includes placement in postsecondary education. What activities are planned to introduce JAG students to postsecondary education? What plans are in place to address financial barriers these students may face?
- C8. Engaging businesses in the JAG program is very important. How will the respondent meet this requirement? Describe the types of engagements including frequency and the diversity of industries involved.
- C9. Community service is not only a primary element of the JAG program, but can be very helpful for postsecondary education admittance and as a component to a good resume. How will the respondent incorporate community service into their program?
- C10. What funding (cash) and/or resources (in-kind) will the respondent be bringing to the JAG program as leverage or matching resources? For funding, please specify both the amount and the types of funding. For other non-cash resources, please specify quantity and basic specifications. For computers and other technology, a specification sheet should be attached. Specification sheets will not count against the maximum page requirement.

- C11. One of the pay for performance categories is full utilization of business, postsecondary education and other community resources in the JAG experience. We are asking each of the bidders to present their ideas for defining and measuring success in this category.
- C12 Please address any other important aspects of the respondents JAG design that provide insight as to why the respondent's proposal is deserving of funding.

D. Budget

i. Narrative

Each proposal must include a budget narrative and the appropriate budget worksheets. The budget review will examine three basic areas the two-year operational budget, start up costs, and leverage resources.

Since IPIC currently has three in-school JAG sites that are fully operational and IPIC plans to expand by four or five additional sites in the fall of 2009 and another four sites in the fall of 2010, costs to be considered will be both two-year operational and initial start up for the new operations. In addition, IPIC will examine any leverage resources that the prospective bidder includes in their proposal.

Each proposal must also include a commitment to operate the JAG program for a minimum of two years. One-year proposals will not be accepted. Each proposal must include the maximum number of JAG programs that it is willing to operate for each of the two year contract period. For the purposes of this proposal only, a JAG program consists of a junior and a senior program in a single high school. Therefore, if the proposal is to operate such a program in two schools for both years, the maximum number of JAG programs the proposal covers is two.

IPIC plans to operate seven or eight junior-senior programs in the fall of 2009. An additional four programs (tentative) are planned for the fall of 2010.

ii. Two-Year Operational Budget

Each proposal must include a two-year operational budget using Attachment B. The primary categories for the budget include:

- a. Personal Services/Personal Benefits – This category includes the staffing costs including salary and benefits.
- b. Occupancy costs – Normally this category would include rent, utilities, etc., but for the JAG program, the schools will absorb these costs as part of their contribution to the program.
- c. Equipment and Furniture – The start up costs will include most, if not all, of the equipment and furniture costs. We do not expect expenses in the two-year operational budget. Any such expenses should be fully justified.
- d. Supplies – This includes all supplies needed to operate the program.

- e. Training/Travel – Includes all travel and training costs. That includes necessary training for teachers to be certified, state and national JAG conferences, and transportation for any student events.
 - f. Direct Participant Costs – This includes items like tutoring, internship costs, supportive services, etc. These costs should be held to a minimum, using existing resources whenever possible.
 - g. Overhead – Overhead costs include the basic overhead costs for operating the program. The cap is 5 percent of the total program budget.
 - h. Total Cost – There will be a calculated field for each school year that specifies the total cost for running a single junior-senior program. IPIC will assume that the cost will be the same no matter how many school programs the applicant operates. If there are cost reductions based on operating multiple programs, the applicant must clearly specify those cost savings including the exact break points for the reduced rates.
 - i. Cost per Student – This will be a calculated field for each school year. It will be the total cost divided by 90 students (45 juniors and 45 seniors).
- iii. Start-up Costs
- Each school will have some initial start up costs associated with beginning the JAG program in a new site. Each proposal must specify their start up costs. Addendum 2 lists the equipment, furniture and supplies needed for start-up. Attachment C allows the provider to list and budget for those start up costs..
- If a current JAG provider is selected for contract negotiations, IPIC will attempt to assign them their current JAG location (s). However, this is not a guarantee and as such each proposal must include start-up costs.
- IPIC also reserves the right to assume all or part of the start-up costs and furnish the sites with the needed equipment, furniture and/or supplies outside of the scope of this RFP and resulting contracts.
- iv. Leverage Resources
- Each proposal must specify any match funding using Attachment D.
- a) Cash – IPIC will award additional bonus points to the budget portion of the RFP for leverage funding in cash. Two types of cash will be considered. Cash paid directly to IPIC for the operation of the county-wide JAG program and cash to be used by the contractor for their specific JAG sites. The proposal must specify by school year that it is cash leverage, whether it is county-wide or contractor specific, and the amount of the leverage funding.
 - b) In-Kind – IPIC will award additional bonus point to the budget portion of the RFP for in-kind leverage that reduces either start up or operational costs. For in-kind leverage, the equipment or furniture must be fully described including specifications (as appropriate) and age, the proposal must assign a dollar value to each in-kind match in accordance with Addendum 3. In order to equitably evaluate proposals with in-kind match, the equipment and furniture expected to

be commonly offered as in-kind match has been listed with fixed values for this RFP evaluation in Addendum 3. Any in-kind match not listed in Addendum 3 must include a reasonable match value. IPIC will be responsible for determining the need for the in-kind match and the actual value of any match for purposes of this RFP evaluation. Furthermore, any leveraged equipment, furniture, etc. becomes the property of IPIC once a contract is executed.

V. Selection Criteria

All bidders are advised that each proposal will be evaluated based on responsiveness to this RFP. Proposals will be reviewed for completeness, clarity and adherence to stated requirements. Proposals will be rated based on the selection criteria and in rank order from the highest to lowest. Selections will normally be made in rank order. However, to ensure availability for services, IPIC reserves the right to select lower ranked proposals when warranted. Such selection of proposals shall be made at the sole discretion of IPIC. A primary example of this would be the selection of multiple providers to promote growth, variety and competition within the Marion County JAG program.

Evaluation Factors	Maximum Points
Organizational and Staff Capabilities	30
Proposal Narrative	35
Budget	35
Total Points =	100

VI. Terms & Conditions

1. A bidder or its principals shall be in good standing, not debarred or suspended, proposed for debarment, declared ineligible or otherwise excluded from entering into a financial agreement of federal or state funds.
2. Local, small, minority owned businesses are encouraged to respond and shall not be discriminated against during proposal review.
3. IPIC is an equal opportunity employer. All bidders shall certify the same.
4. The bidder certifies and agrees that it will provide and maintain a drug-free workplace.
5. Issuance of the Request for Proposal does not commit IPIC to award a contract, to pay cost associated with proposal development or to procure or contract for goods and/or services. Payment for services will be negotiated.

6. IPIC reserves the right to reject any and all proposals if it is in the best interest of IPIC to do so and waive any minor informalities or irregularities in the RFP process. IPIC shall be the sole judge of these irregularities.
7. For the top-ranked bidder(s) selected, references or other points of contact as necessary will be made and any comments will be used to complete the evaluation process. IPIC reserves the right to enter into negotiations with one or more bidders as a result of the RFP evaluation process and enter into a best and final negotiation with one or more of the bidders.
8. IPIC will consider non-responsive any submittal for which critical information is omitted, lacking or represents a major deviation from the RFP.
9. Proposals received after the due date of February 25, 2009 at 12:00 noon. EST will be considered non-responsive and will not be reviewed or evaluated.
10. Other issues of grievances, hearing resolutions and authority shall be addressed prior to award of contract and relevant issues may be stated within contract. IPIC reserves the right to negotiate proposed outcomes, budget, and other matters prior to actual execution of the contract.
11. Bidders shall certify either no real or apparent conflict of interest exists in carrying out the scope of work described, or where conflict(s) of interest may exist; such potential conflicts must be clearly disclosed in the proposal.

Attachment A

Indianapolis Private Industry Council Inc.

Summary

Request for Proposal Youth Services – Jobs for America's Graduates Program

Organization:

Address:

Phone Number:

Fax Number:

Name of Director or CEO:

Contact Person:

Provide a Brief Description of Organization:

	<u>2009</u>	<u>2010</u>
Total Cost per School	\$ _____	\$ _____
Number of Schools	_____	_____
Total Cost of Services:	\$ _____	\$ _____

Authorizing Official: _____

Signature/Date

Typed Name/Title

Attachment B

Indianapolis Private Industry Council Inc.

Budget – Two-Year Operational Budget

Request for Proposal Youth Services – Jobs for America’s Graduates Program

Organization:

Instructions: The two-year operational budget is a line item budget that will provide the respondent’s cost for operating a single JAG site consisting of two classes (junior and senior) in one school during two program years. The first program year will start on April 1, 2009 (or date the contract is signed) and will run through June 30, 2010. The second program year will start on July 1, 2010 and end on June 30, 2011.

Two-Year Operation Budget

Line Item Categories	Program Year 1	Program Year 2
Staff Salaries and Benefits		
Occupancy (schools will provide space for JAG instructors and students)		
Equipment and Furniture (most of this should be provided in start up budget)		
Supplies		
Training & Travel		
Direct Participant Costs		
Overhead (limited to 5% of total budget for each program year)		
Total Costs per site		
Per student cost (total costs per site divided by 90)		

Number of Sites (IPIC is anticipating up to eight sites).

<u>Maximum</u> number of sites the applicant is interested in operating by program year		
<u>Minimum</u> number of sites the applicant is interested in operating by program year		

Attachment C

Indianapolis Private Industry Council Inc.

Budget – Start-up Costs

Request for Proposal

Youth Services – Jobs for America’s Graduates Program

Organization:

Instructions: Start-up costs include those items that would include one (or infrequent) costs associated with starting the JAG program in a new site. Examples would include student computers, desks, tables, chairs, printers, etc. Each respondent is required to complete this section of the budget. While it is possible that there will be minimal to no start up costs associated with existing sites, we cannot guarantee that an applicant will get an existing site. IPIC also reserves the option of directly paying for the start-up costs. Start-up costs are based on a single site (junior and senior classes at one school).

[illegible]

Attachment D

Indianapolis Private Industry Council Inc.

Budget – Leverage Resources

Request for Proposal

Youth Services – Jobs for America’s Graduates Program

Organization:

Instructions: Leverage Resources are also sometimes referred to as match resources. There are two basic kinds of leverage resources - cash and in-kind. If cash resources are part of the applicant's proposal, funding stream for the cash needs to be identified under item description with the dollar amount listed under amount. The reason for the funding stream is to identify potential restrictions on the funding stream. In-kind leverage will include any resource that is not cash. Common examples include computers, printers, tables, chairs, etc. Applicants should provide specifications for all in-kind contributions and must assign a unit value, number of units and the extended costs. IPIC reserves the right to modify the valuation of any in-kind resources for the purpose of determining value within this RFP process. Furthermore, IPIC reserves the right to contact applicants to clarify any and all forms of leverage resources proposed in the application.

Leverage Resources				
Type	Item Description	Unit Amount	Number of Units	Amount
Cash				
	Total Cash			\$ -
In-Kind				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
	Total In-Kind			\$ -
Grand Total				\$ -

Addendum 1

Economically Disadvantaged Criteria 2008 (Including the Poverty Guidelines & 70% of the Lower Living Standard Income Level)

Reproduced from a Indiana Department of Workforce Development Evaluation Unit Product Published 04/29/2008

Metropolitan and Non-Metropolitan Counties

The following counties are metropolitan counties. All others are non-metropolitan.

Allen County	Franklin County	Marion County	Tippecanoe County
Bartholomew County	Gibson County	Monroe County	Tipton County
Benton County	Greene County	Morgan County	Vanderburgh County
Boone County	Hamilton County	Newton County	Vermillion County
Brown County	Hancock County	Ohio County	Vigo County
Clark County	Harrison County	Owen County	Wells County
Clay County	Hendricks County	Porter County	Warrick County
Carroll County	Howard County	Posey County	Washington County
Dearborn County	Jasper County	Putnam County	Whitley County
Delaware County	Johnson County	St. Joseph County	
Elkhart County	Lake County	Shelby County	
Floyd County	LaPorte County	Sullivan County	
	Madison County		

Economically Disadvantaged Criteria

For counties other than Dearborn, Franklin, Jasper, Lake, Newton, Ohio and Porter

FAMILY OF	METROPOLITAN	NON-METROPOLITAN
1	10,400	10,400
2	14,000	14,000
3	18,880	18,080
4	23,309	22,317
5	27,504	26,340
6	32,172	30,804
7	36,840	35,268
8	41,508	39,732
9	46,176	44,196
10	50,844	48,660
add for each add'l family member	4,668	4,464

This table combines the poverty income guidelines, revised January 23, 2008 by the Department of Health and Human Services, and the 70% Lower Living Standard Income Level, revised April 25, 2008 by the Department of Labor. These income guidelines are for use in determining "low income individual" under WIA. Effective date: May 8, 2008.

Poverty Guidelines*

FAMILY OF	INCOME LEVEL
1	10,400
2	14,000
3	17,600
4	21,200
5	24,800
6	28,400
7	32,000
8	35,600
9	39,200
10	42,800
add for each add'l family member	3,600

*Annual revision of the Poverty Income Guidelines, Department of Health and Human Services published in the Federal Register, Wednesday, January 23, 2008, Vol. 73, No. 15. Effective date: May 8, 2008.

70% of the Lower Living Standard Income Level (70% LLSIL)**
For counties other than Dearborn, Franklin, Jasper, Lake, Newton, Ohio and Porter

FAMILY OF	METROPOLITAN	NON-METROPOLITAN
1	8,392	8,040
2	13,756	13,171
3	18,880	18,080
4	23,309	22,317
5	27,504	26,340
6	32,172	30,804
7	36,840	35,268
8	41,508	39,762
9	46,176	44,196
10	50,844	48,660
add for each add'l family member	4,668	4,464

**As revised by the Department of Labor. Data is for the Midwest region from information published in the Federal Register, Friday, April 25, 2008, Vol. 73, No. 81. Effective date: May 8, 2008.

Addendum 2

JAG Classroom Basic Start-Up Requirements

The following equipment, furniture and supplies are the minimum start-up requirements for a junior or senior JAG class of 45.

Equipment and Furniture		Supplies	
5	desktop computers		chalk
5	computer desks		eraser
5	computer desk chairs		package of poster board
1	copier/printer		package of big flip-paper easels
1	copier/printer stand	15	student scissors
1	conference table that seats 20	15	clipboards
20	conference table chairs		masking tape
1	teacher desk		package of blank CD-ROMs
1	teacher chair	30	glue sticks
1	digital camera		package of Dixie cups
		15	highlighters
		10	packs of pens
		10	pack of pencils
		3	packages colored pencils
		15	packs of playing cards
		2	packages assorted construction paper
			3-hole punch
			desk calendar
		3	reams colored printer paper
		1	ream resume-quality paper
		1	package manila file folders
		1	package hanging file folders
		45	case management file folders
		1	package small paper clips
		1	package large paper clips
		1	stapler
		2	packages staples
		1	package standard envelopes
		1	package large manila envelopes
		45	student journals
		20	reams copy paper
		1	package paper towels
		1	multi-pack Kleenex
		1	container disinfecting wipes
			gavel w/ base
		1	package assorted Sharpie markers
		2	packs of index cards

Addendum 3

In-Kind Value Table for Equipment and Furnishings

Equipment or Furniture	Description	In-Kind Value ²
Desktop Computer	Desktop computer with CD/DVD drive, internet capabilities and is not to exceed 4 years in age. Must be in working condition with standard operating systems and desktop applications (Microsoft).	\$500
Computer Desks	Desk for the computers.	\$150
Computer Desk Chairs	Computer chairs on wheels that are adjustable for height.	\$50
Copier/Printer	Color copier/printer in working condition that can be connected to the network.	\$100
Copier/Printer Stand	Stand for the copier/printer	\$50
Conference Table	Conference table.	\$400
Conference Table Chairs	Chair for the conference table.	\$40
Teacher Desk	Standard office style desk for in-classroom use of teacher.	\$200
Teacher Chair	Chair for teacher.	\$75
Digital Camera	Name brand digital camera with software for uploading images to PC.	\$150

The in-kind value assigned to each item may or may not accurately reflect the actual value of the items provided as in-kind match. Without seeing and evaluating each item, the actual market value is impossible to determine. The values assigned will allow us to quantify in-kind match for the sole purpose of awarding bonus points in the budget section of the evaluation.

² The assigned values are per item. As an example, \$500 per computer.